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ABSTRACT

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The eight activities presented in this manual on deliberate psychological education (growth through human understanding) encourage maximum participant involvement and small group experiences. These activities are based on the following goals: to appreciate the need for students to take part in experiential activities; to define human growth in terms of developmental stages; to identify skills needed for developing self-knowledge and effective interpersonal relationships; and to outline the beginning procedures for inaugurating a course in deliberate psychological education. (This manual is designed to accompany another training manual on self validation, CE 018 157. The other six staff development guides are available as ERIC documents CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, and CE 018 161.) (BM)

ED160858

DELIBERATE PSYCHOLOGICAL EDUCATION

GROWTH THROUGH HUMAN UNDERSTANDING

Georgia Career Guidance Project
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May 1976

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CE 018163

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TABLE OF ACTIVITIES

Activity Number	Purpose	Approx. Time Allocations
1	Contrast the difference between abstract learning and experiential learning.	20 minutes
2	Consider possible inhibiting responses to a DPE "experiential learning" program and create some appropriate constructive replies.	30 minutes
3	Introduce DPE terminology and the basic components which make up a DPE program.	20 minutes
4	Introduce four theories of developmental life stages.	30 minutes
5	Demonstrate how the concept of life stages forms a basis for DPE program components.	40 minutes
6	Present the seven organizational components of a DPE program.	2 hours
7	Introduce six process skills and call upon workshop participants to discuss and devise ways in which these skills might be developed	45 minutes
8	Provide the opportunity to formulate a plan of action to be used in implementing an actual DPE course.	40 minutes

Preface

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The manual is similar in format to other materials in the series. The materials are designed for use with small groups of counselors, teachers and career development specialists who are interested in improving their career guidance competencies. Each unit of training materials is based upon a particular aspect of a comprehensive career guidance system. Through this systematic approach the need for specific staff development program materials and activities can be determined and documented.

Related materials produced by the Georgia Career Guidance Project include audio cassette recordings, transparencies, a sound/slide series, a needs assessment instrument, charts, and various other support materials.

This training manual was developed for use as support material for a staff which identified this process-outcome area as a priority need. The manual and accompanying materials were written to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. A basic assumption underlying the development of these materials is that all of us benefit from periodic renewal.

The content of this manual is presented in both didactic and experiential modes to encourage maximum involvement of participants. Small group experiences are a part of the special attention given to the development of competencies for a team approach to implementation of career guidance programs.

This staff development package differs from others in the series in that the materials and exercises are directed toward the learning of a specific set of processes to facilitate student goal achievement.

While other packages in the series include training activities in all four areas of the process model--On Call/Responsive Services; Individual Development Services; Curriculum-Based Strategies; and System Support Services--this package concentrates on curriculum-based career guidance activities. A curriculum-based thrust is particularly important in this area of student outcomes. Self understanding and self acceptance are goals basic to the personal development of all individuals.

This package is designed to augment the training provided in the package entitled "Self Validation : Putting the Pieces Together." Used in tandem, these two packages contribute to competency development sufficient to enhance students' feelings of positive worth.

Desired outcomes or goals in the area of self-validation can best be understood in the context of the complete list of goals identified in the comprehensive needs assessment study of the Georgia Career Guidance Project. The focus of this training manual is one the development of staff competencies in the outcome area of self-validation (note enclosed box).

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adults Relationships	Identity
WORK AND LIFE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/ Educational Knowledge	Work World Structures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/ Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skills	Personal Development Responsibility

INTRODUCTION

Curriculum vs. Counseling

A basic criticism directed at schools today is that they do not adequately provide for positive and meaningful human development. Too often students emerge more able to judge than to understand human behavior. Exposure to the subject of psychology consists primarily of looking at abnormal behavior. Exposure to the practice of psychology is limited to seeing the counselor in action, working with problem students whose behavior is considered abnormal. The focus of the teachers and the curriculum is not so broad as to include the counselor and basic human development concepts.

There are several means by which to close the gap between what counselors do and what teachers do in the secondary school. One way is to involve the faculty as a whole in an advisement program. In this way everyone takes part in "preventive counseling" which is simply another way of saying "help kids understand themselves and their relation to their environment before complex problems in these areas arise". Another way of bringing counseling and teaching skills together is to construct curriculum which focuses on personal growth. Counselors then can step into the role of teacher and the pupils can learn psychology by doing psychology.

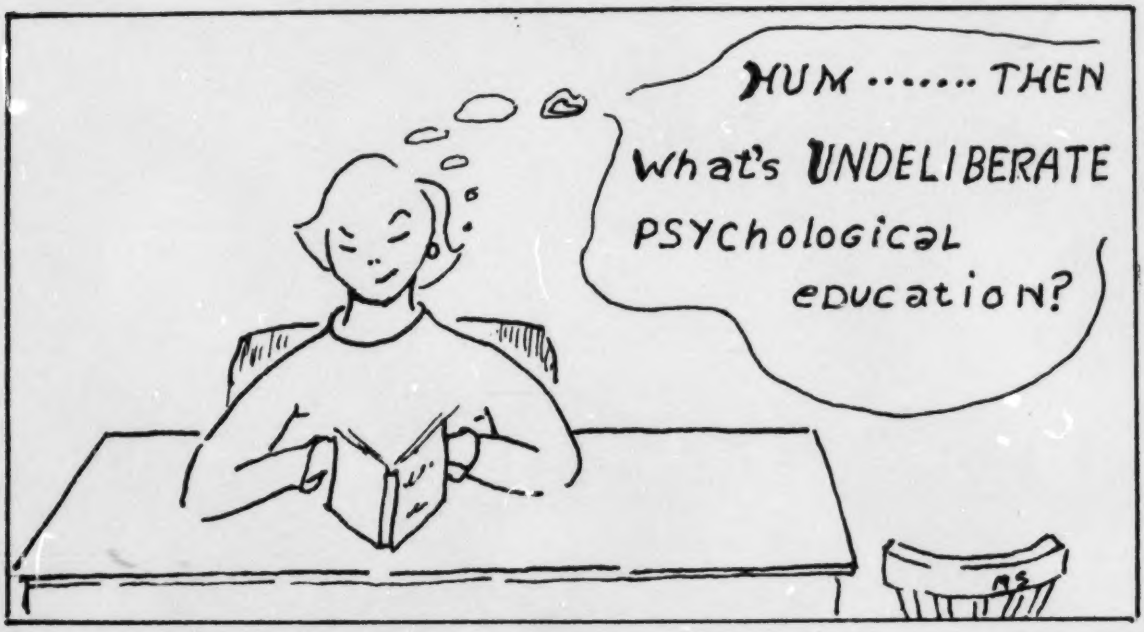
What is Needed

> If the current trend persists, if the institutions of our society continue to remove parents, other adults and older youth from active participation in the lives of children, and if the resulting vacuum is filled by the age-segregated peer groups, we can anticipate increased alienation, indifference, antagonism and violence on the part of the younger generation in all segments of our society. (Quote by V. Bronfenbrenner taken from Salmon, 1975b, p. 1.)

What is needed then is clear! It is important that students examine and reflect on what matters in life so that they may be aware of and improve their own behavior. It is important that students be exposed to theories of developmental stages in personal growth as outlined by Piaget, Erikson, and Kohlberg. It is important that students directly work with people in one or more of the life stages and in turn examine where they are themselves on the continuum of growth.

Deliberate Psychological Education

Deliberate psychological education is a program developed by Ralph Mosher and Norman Sprinthall. In this program students enroll in a psychology course which is made up of two major components: field work and group seminar meetings. In the field the student is given the chance to function in a constructive and responsible role. In the seminar meeting the student can clarify his or her self-concept and develop interpersonal skills through examination and discussion of field work experiences.



Field Work

Fundamental to a course in deliberate psychological education is the consideration of developmental life stages. Field sites, where the students assume responsibility for guiding others, are related to the various life stages. For example, for those students interested in early childhood, placements are provided in child care centers. Other field opportunities might include: teacher aide in an elementary school, peer counseling in the student's own school, work with juvenile delinquents, health care services, and geriatric center aide.

Seminar Work

Following four days in field work, the students attend a weekly seminar directed by a counselor or trained teacher. Information is given and readings are assigned which deal with the developmental life stages. Training is provided in such things as value clarification, empathic listening, and behavior modification for student use in the field. Most importantly, this is a time when the course teacher and students gather to talk, listen, and evaluate the experiences they have had working with members of the community outside of the school walls.

*Special Note: *The writers wish to acknowledge the current trend in pronoun usage. Rather than exclusive use of the pronoun "his", inclusive use of the pronouns "his or her" has been employed. Please note that this may not apply in directly quoted material.*

I. GOAL: For the workshop participants to appreciate the need for students to take part in experiential activities.

The foundation upon which a successful course in deliberate psychological education (DPE) is built is a genuine belief in the value of learning through actual experience in the real world. Working with young children in a day care center will convey far more than reading about the behavior of the young child. A school principal and the counselor(s) and teacher(s) who opt to start a DPE course in their school will find that taking risks and working hard are basic requirements on their part. These will become impossible sacrifices to make if not supported by a belief in the value of experiential learning.

Included in this section is a warm-up exercise designed to point out the value of learning through experience rather than solely through lecture. (This activity can be modified to point out several aspects of experiential learning.) Also provided is an introduction to the types of inhibiting responses which so often make the introduction of new programs like DPE so difficult.

ACTIVITY ONE

Purpose: to contrast the difference between abstract learning and experiential learning.

Large group

Step One

Explain activity purpose and procedure

1) Explain that the following activity is designed to show how involvement and experience enhance learning. Tell the participants that they will be given a chance to learn about a new concept. First they will learn by means of a verbal presentation. Then they will be given the chance to learn by actually working with a concrete example. The activity should bring home to the participants the importance of "hands on experience" in learning about a new concept.

Briefly outline for the group the procedure that will be followed in the activity. The coordinator will first introduce the new concept (The Glom) verbally. Participants are then to be tested on what they have learned. Then the coordinator will re-introduce The Glom but this time participants will take an active part in the learning process. Again they will be tested. In conclusion the group will spend a few minutes discussing and comparing the two methods of learning.

Step Two

Lecture method

2) The leader should read the "lecture" below with the security and understanding that comes with mastery of the concept. (A "glom", by the way, equals two centimeters.

But the participants should not be given this information at the outset.)

"The subject of this lecture has had impact on the lives of all of us. Very likely, it has affected all of you. I will give the information and then you will be tested on it. This is important so listen closely."

"A 'glom' is a unit of measurement about this long (indicate length with your fingers). It can be used to measure figures such as the following:"

(In the air, using only your spaced forefingers and thumbs, form the figures for each of the first four items below. The name of the figure is provided for you in the margin but don't tell the participants the actual name, just describe the figures in terms of gloms.)

Read the lecture

A. "The first figure is one which is 2 gloms by 6 gloms. (rectangle)

B. The second figure is 10 gloms. (line segment)

C. Two parts of the third figure are each 4 gloms and the third part is 2 gloms. (triangle)

D. The breadth of the fourth figure is 2 gloms." (diameter of a circle)

3) Distribute copies of "Glom Test I" (Handout Page 1).

Step Three

"Glom Test I" Handout Page 1

Ask each participant to take the test by filling in the blanks. Repeat the lecture above slowly while participants fill in test items.

"When you have finished bring up your paper. No talking, please."

4) When all tests have been turned in, the workshop coordinator proceeds with the experiential learning of the concept.

Step Four

Experiential method

"The subject of this activity has had impact on the lives of all of us. Very likely, it has affected all of you. I will present the activity for your involvement and then you will be tested on it."

Read the lecture and distribute handouts

"Handout Page 3 contains figures which can be measured with the glom ruler, the metric ruler, or the inch ruler provided for you on Handout Page 2. Fold Handout Page 2 so that the measuring edge of each ruler becomes the edge of the page. Measure the figures on Handout Page 3."

Distribute copies of "Rulers", Handout Page 2 and "Figures", Handout Page 3

Allow time for participants to learn about The Glom.

5) Distribute copies of "Glom Test II" (Handout Page 4). Ask each participant to take the test by filling in the blanks. This time the lecture is not repeated. Instead, participants may refer to their copies of Handout Pages 2 and 3.

Step Five

"Glom Test II"

Handout Page 4

6) Redistribute each participant's copy of Glom Test I and read the answers aloud as they check both tests I and II:

Step Six

Compare results of Glom Test I and Glom Test II

A. "This figure is a rectangle measuring 2 gloms by 6 gloms.

B. This is a line segment measuring 10 gloms.

C. This figure is a triangle. Two parts are each 4 gloms and the third part is 2 gloms.

D. This figure is a circle. Its breadth is 2 gloms.

E. Two centimeters or .79 of an inch.

F. The length of each line segment in (A), (B), (C), and (D) is a factor of 2."

Step Seven
Discussion

7) Discuss the activity with the group. Though the examples of the two types of learning may have been somewhat extreme it is important that participants are aware of the value of having seen and worked with The Glom as opposed to simply hearing about it. This is what Deliberate (as opposed to Undeliberate or Accidental) Education is all about--having structured opportunities to see and work with people in the various life stages...an experiential method of learning about self and others.

(Goal I, Activity One)

GLOM TEST I

A. The first figure is a _____ measuring _____ gloms by _____ gloms.

B. The second figure is a _____ measuring _____ gloms.

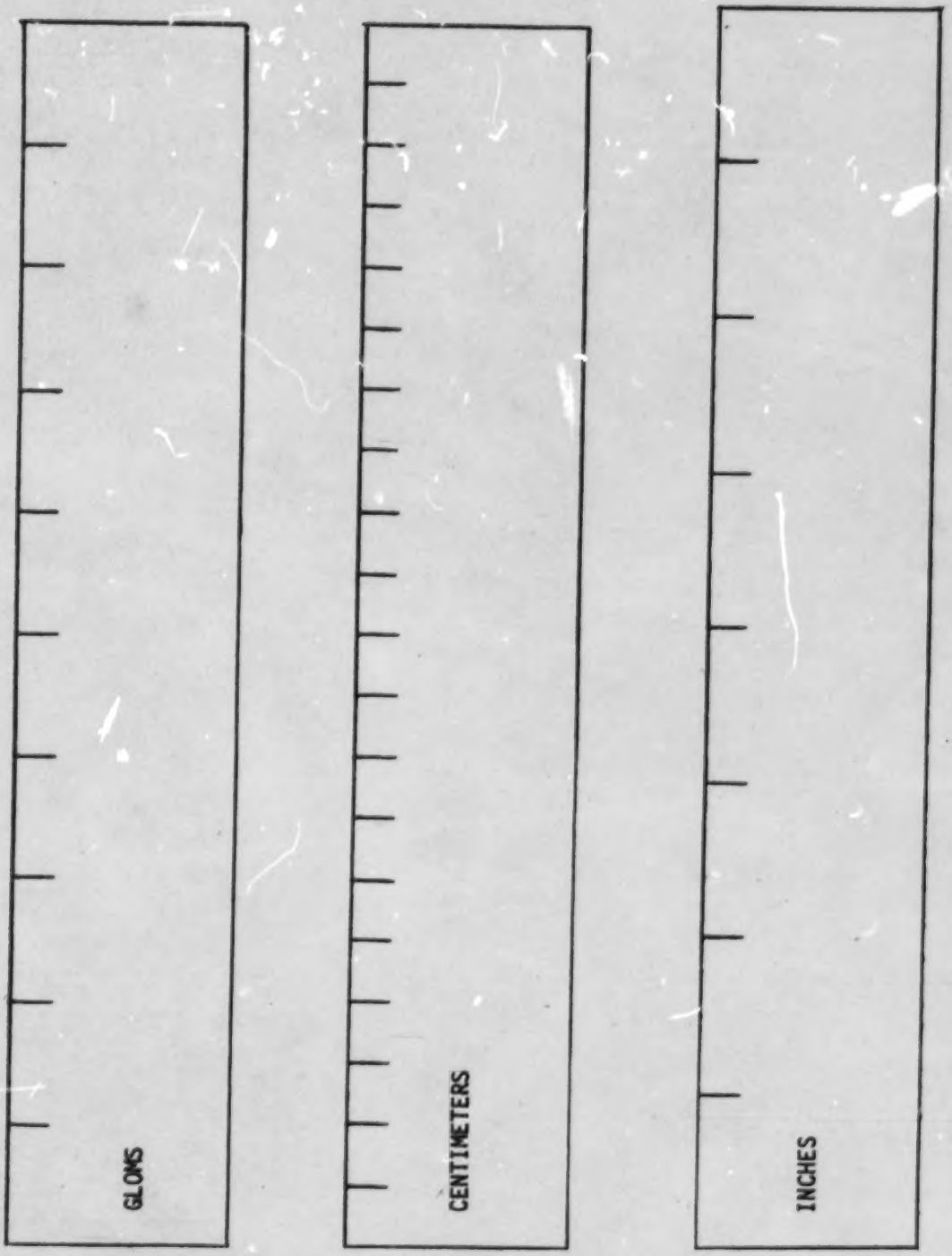
C. The third figure is a _____ . Two parts are each _____ gloms and the third part is _____ gloms.

D. The fourth figure is a _____. Its breadth is _____ gloms.

E. What is a glom? _____
_____.

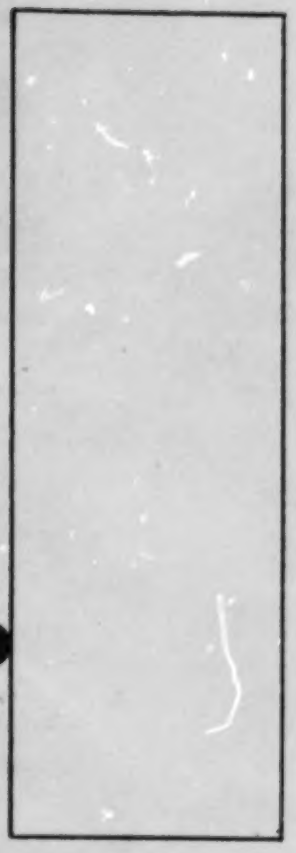
F. What is the relationship between A, B, C, and D? _____
_____.

RULERS



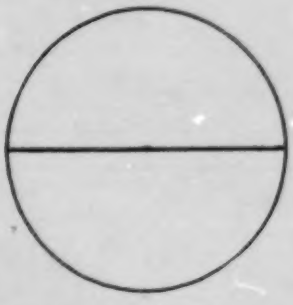
(Goal I, Activity One)

FIGURES



A. _____ gloms x _____ gloms.

C. Two parts are each _____ gloms and the third part is _____.



D. The breadth is _____ gloms.

E. What is a glom?

F. What is the relationship between A, B, C, and D?

GLOM TEST II

A. Figure A is a _____ measuring _____ gloms by _____ gloms.

B. Figure B is a _____ measuring _____ gloms.

C. Figure C is a _____. Two parts are each _____ gloms and the third part is _____ gloms.

D. Figure D is a _____. Its breadth is _____ gloms.

E. What is a glom? _____

_____.

F. What is the relationship between A, B, C, and D? _____

_____.

ACTIVITY TWO

Purpose: to consider possible inhibiting responses to a DPE "experiential learning" program and create some appropriate constructive replies.

Large group

Step One

"Do's and Don't's"

Handout Page 5

1) Distribute copies of Handout Page 5, "Do's and Don't's". Ask participants to read them over carefully.

Set up six work tables. Label each with one of the following:

principal	home economics teacher
counselor	parents
psychology teacher	superintendent

Small groups

Step Two

Brainstorm inhibiting responses

2) Participants should distribute themselves evenly at each table where they will participate in a brainstorming activity.

Refer participants to the list of "Do's and Don't's". Ask them to select one "do" and corresponding "don't" that directly affects the person their group is representing. Each group will then brainstorm inhibiting responses that the person would likely give in answer to the particular "do" and "don't". These inhibitors are the kinds of road blocks educators will encounter when implementing a new program and they should be prepared to deal with them. Appoint a recorder for each group.

3) Each small group will then brainstorm a list of constructive replies that could be used to counter the inhibiting responses.

Step Three

Brainstorm constructive replies

Large group

4) To process the activity, the recorders take turns sharing their groups' inhibiting responses and constructive replies with all the other participants.

Step Four

Group reporting

Encourage note taking at this sharing session--there will be many valuable ideas which will come in handy later.

Note to workshop coordinator

DO's AND DON'T's

Do

--put major emphasis on helping students learn characteristics (responsibility, empathy, creative thinking, identity, self reliance) which will help them function as adults.

--work openly with your school administration, assist course leaders in skill development, and spend ample time working out organizational structure.

--make use of the community outside of the school for learning experiences.

--open the study of psychology to emphasize genuine concern for the life led by the normal healthy individual.

--reach out to community members of different ages to help students learn about what matters in life.

--use letters, forms and the telephone to establish two-way communication with the field supervisors regarding objectives and student evaluations.

Don't

--concentrate primarily on helping students learn rules which will help them adjust to the institution (school).

--institute a program in Deliberate Psychological Education unless your school administration is behind you and the structure of the program is well organized..

--confine learning within the school walls.

--restrict the study of psychology by basing it on a concern for the abnormal.

--segregate students from all but their peers by limiting them to school building activities.

--rely on last year's procedures and a field supervisor's intuition to help students attain their field work objectives.

II. GOAL: For the workshop participants to define human growth in terms of developmental stages and to set these stages in the framework of a DPE course.

There is a need for programs and personnel that provide for positive educational experiences. It seems that the guidance team needs to move into the mainstream of education to alert other educators to the existence of these needs and to help provide for the conditions which will meet these needs. This is the central idea of deliberate psychological education, which emerges in many forms. One of these is the Community Outreach Program.

Included in this section is an overall presentation of the program. The first section presents the terminology associated with DPE and the basic program components. This is followed by an introduction to theories of the stages of normal psychological development. The next activity is a description of four chronological stages in human development and suggestions for field work experiences. The final activity explains organizational aspects of the Community Outreach Program.

ACTIVITY THREE

Purpose: to introduce DPE terminology and the basic components which make up a DPE program.

Large group

Step One

"Workshop Glossary"

Handout Page 6

1) Present the vocabulary to be used during the workshop. Sometimes educational jargon can be more confounding than enlightening. Specific vocabulary will be used consistently in an effort to avoid this. "Workshop Glossary" (Handout Page 6) may be prepared as a handout or made up as a chart and posted for the duration of the workshop. Adapt the chart and make any necessary modifications so it will fit your local curriculum.

Step Two

Present concept of Deliberate Psychological Education

2) Using the information below introduce the group to the main components of the DPE program.

Deliberate Psychological Education is usually implemented through a high school psychology course. This course is made up of two major components: field work and group seminar meetings. In the field the student is given the chance to function in a constructive and responsible role. In the seminar meeting the student can clarify his or her self-concept and develop interpersonal skills through examination and discussion of field work experiences.

Field Work

Fundamental to a course in deliberate psychological education is the consideration of developmental life stages. Field sites, where the students assume responsibility for guiding others, are related to the various life stages. For example, for those students interested in early childhood, placements are provided in child care centers. Other field opportunities might include: teacher aide in an elementary school, peer counseling in the student's own school, work with juvenile delinquents, health care services, and geriatric center aide.

Seminar Work

Following four days in field work, the students attend a weekly seminar directed by a counselor or trained teacher. Information is given and readings are assigned which deal with the developmental life stages. Training is provided in such things as value clarification, empathic listening, and behavior modification for student use in the field. Most importantly, this is a time when the course teacher and students gather to talk, listen, and evaluate the experiences they have had working with members of the community outside of the school walls.

3) Following the presentation allow time for questions and discussion. Referring back to the chart (Handout Page 6) review the distinction between seminar work and field

Step Three

Review glossary

work, the two basic components of DPE.

(Goal II, Activity Three)

WORKSHOP GLOSSARY

Course in Deliberate Psychological Education (DPE)

or

Community Outreach Program

or

Experiential Learning Program

IN THE SCHOOL	AND	IN THE COMMUNITY
(SEMINAR WORK)		(FIELD WORK)

DPE COURSE LEADERS

ARE

SEMINAR LEADERS	AND	FIELD SUPERVISORS
(IN THE SCHOOL)		(IN THE COMMUNITY)

*Choose whichever title will foster acceptance and support in your school and community. It will be referred to in this workshop as DPE course.

ACTIVITY FOUR

Purpose: to introduce four theories of developmental life stages.

Large group

Step One

Presentation of life stages

1) Using information provided on the Handout Pages 7-12, make a presentation of each of the following developmental stages:

   a. Jean Piaget (4 stages) — Handout Page 7

   b. Erik Erikson (8 stages) — Handout Page 8

   c. Lawrence Kohlberg (6 stages) — Handout Pages 9-10

   d. Donald Blocher's compilation (12 stages) — Handout Pages 11-12

   Distribute each of the Handout Pages in the order listed above. Give an explanation of each.

   Note: The final handout summarizing stage development (Blocher) has been included to accommodate you with definitions of the adult and retirement stages.

   Encourage participants to file these pages for use in their future work with DPE.

THE COGNITIVE THECRY OF JEAN PIAGET

DEVELOPMENTAL STAGES

FIRST STAGE: (age 0-2) This is called the sensory-motor period. At first objects aren't permanent. An object doesn't exist for a child at this stage if it is hidden from sight. By the end of this stage, the child realizes that things haven't disappeared forever just because they don't see them at the moment. The child's actions begin to show intention.

SECOND STAGE: (age 2-7 years) This is called the pre-operational stage. The child becomes familiar with symbols. He starts to use language and begins having dreams. He also starts to play in symbols (example--two sticks at right angles are an airplane). He begins to draw.

THIRD STAGE: (age 7-11 years) The child acquires "concrete operations". This means that he is able to think about things. He learns to deal with the relations among classes of things. (Example: An American and a Protestant can be the same person.)

FOURTH STAGE: (age 12-15 years) This stage is called one of "formal operations". Adolescents can think about their thoughts, construct ideals and reason realistically about the future.

(Salmon, 1975b, p. 71)

THE PSYCHOANALYTIC THEORY OF ERIK H. ERIKSON

THE EIGHT STAGES OF MAN

Infancy	Phase I:	Acquiring a sense of basic trust while overcoming a sense of basic mistrust
Early Childhood	Phase II:	Acquiring a sense of autonomy while combating a sense of doubt and shame
Play Age	Phase III:	Acquiring a sense of initiative and overcoming a sense of guilt
School Age	Phase IV:	Acquiring a sense of industry and fending off a sense of inferiority
Adolescence	Phase V:	Acquiring a sense of identity while overcoming a sense of identity diffusion
Young Adult	Phase VI:	Acquiring a sense of intimacy and solidarity and avoiding a sense of isolation
Adulthood	Phase VII:	Acquiring a sense of generativity and avoiding a sense of self-absorption
Mature Age	Phase VIII:	Acquiring a sense of integrity and avoiding a sense of despair

(Maier, 1965, Chapter 2)

THE MORAL DEVELOPMENT THEORY OF

LAWRENCE KOHLBERG

Stage 0:

Before a child understands the idea of rules and the power of authority, he judges what is "good" by what is pleasant or exciting and what is "bad" by what is painful or fearful. The child has no idea of "obligation," "should," or "have to," even in terms of external authority. He is guided only by what he can do and wants to do.

Stage 1:

At stage one of moral reasoning a child is responsive to rules and labels of good and bad or right or wrong. However, he looks at what is "right" from only one point of view--that is authority. He talks about:

1) how authority figures will react,
2) whether he will be punished or rewarded,
3) whether he will be labeled "good" or "bad."

The physical consequences of an action automatically determine its positive or negative value. Avoidance of punishment and unquestioning deference to power are valued in their own right, not in terms of respect for an underlying moral order.

Stage 2:

The child at stage two of moral reasoning realizes that each individual has his own idea of what is "right," but he usually feels his idea is best. He talks about:

1) needs and motives of others.
2) ideas that one good turn (or bad deed) deserves another.

Human relations are viewed in terms like those of the marketplace. Elements of fairness, reciprocity, and equal sharing are present, but they are always interpreted in a physical or pragmatic way. Reciprocity is a matter of "you scratch my back, and I'll scratch yours"--not of loyalty, gratitude, or justice.

Stage 3:

A child at stage three of moral reasoning looks at which is "right" from yet another point of view. He is capable of "putting himself in the other guy's shoes" and seeing things from another person's perspective as well as from his own. A child at this stage is concerned with what others think. "Good" behavior pleases or helps others and is approved by them.

One earns approval by being "nice." Intention ("he means well") becomes important for the first time. A child at stage three talks about:

1) the feelings of others.
2) what others expect and approve.
3) what a "good" person would do.
4) how everyone should agree.

Stage 4:

A person at stage four of moral reasoning considers still another perspective--what is best for society, the majority, or the social order--when deciding what is "right." He considers consequences to the group or society in general. "Right" behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order.

Stage 5:

Moral values at stage five are defined in terms of individual rights and standards agreed upon by the whole society. A person who reasons at stage five realizes that the "right" action is a matter of personal opinion, except where "right" has been constitutionally and democratically agreed upon according to proper procedures. The result is an emphasis upon the legal point of view, but with the possibility of changing the law for the benefit of society rather than rigidly maintaining it in terms of stage four law and order. This is the "official" morality of the American government and the Constitution.

Stage 6:

For a person at stage six, "right" is defined by a decision of conscience in accord with self-chosen ethical principles. These are universal principles--justice, reciprocity and equality of human rights, respect for the dignity of each human being.

(Salmon, 1975b, pp. 74-75)

PRINCIPAL DEVELOPMENTAL TASKS AND COPING BEHAVIORS BY LIFE STAGES

Life Stages	Social Roles	Developmental Tasks	Coping Behaviors
Examination (65+ years)	Retirement roles Non-worker roles Non-authority roles	Learning to cope with death, cope with retirement, affiliate with peers, cope with reduced physical vigor, cope with changed living conditions, use leisure time, care for the aging body	Affiliative behaviors Productive behaviors Personal enhancement behaviors
Stabilization (50-65 years)	Leadership, helping, managing, creative accomplishments, authority, prestige roles	Ego-Integrity: Learning to be aware of change, have attitude of tentativeness, develop broad intellectual curiosity, develop realistic idealism, develop time perspective	Change-oriented behaviors Value-relevant behaviors Sensitivity behaviors
Realization (30-50 years)	Leadership, helping, creative, accomplishment roles	Ego-Integrity: Learning to be inner-directed, be interdependent, handle cognitive dissonance, or be flexible and effective emotionally, develop creative thought processes, develop effective problem-solving techniques	Objectivity, intellectuality, logical analysis, concentration, empathy, tolerance of ambiguity, playfulness, sublimation, substitution, suppression behaviors
Exploration Young Adulthood (20-30 years)	Marriage roles Career roles	Intimacy and Commitment; Generativity: Learning to commit self to goals, career, partner; be adequate parent; give unilaterally	Sexual behaviors Risk-taking behaviors Value-consistent behaviors
Later Adolescence (15-19 years)	Peer roles Heterosexual roles	Identity as a Worker: Learning to move from group to individual relationship, achieve emotional autonomy, produce in work situations	Reciprocal behaviors Cooperating behaviors Mutuality behaviors

Life Stages	Social Roles	Developmental Tasks	Coping Behaviors
Organization Early Adolescence (12-14 years)	Peer roles Heterosexual roles	Identity Development: Learning to be masculine or feminine, belong in various relationships, control impulses, be positive toward work, study, organize time, develop relevant value hierarchy	Social behaviors Sex-appropriate behaviors Achievement-oriented behaviors
Later Childhood (6-12 years)	Student, helper, big brother, or big sister roles	Initiative-Industry: Learning to read and calculate, value self and be valued, delay gratification, control emotional reactions, deal with abstract concepts, give self to others, formulate values	Environmental mastering behaviors Value-relevant behaviors Work-relevant behaviors
Early Childhood (3-6 years)	Sibling, playmate, sex-appropriate roles	Autonomy; Sense of Separateness: Developing sense of self, sense of mutuality, realistic concepts of world. Learning to be a boy or girl, manage aggression and frustration, follow verbal instructions, pay attention, become independent	Approaching behaviors Receiving behaviors Accepting behaviors
Infancy (birth-3 years)	Love-object roles; receiving and pleasing	Trust: Learning to eat solid food and feed self, control elimination, manipulate objects, walk, explore immediate environment, communicate	Approaching behaviors Receiving behaviors Accepting behaviors

(Blocher, 1966, p. 68)

ACTIVITY FIVE

Purpose: to demonstrate how the concept of life stages forms a basis for DPE program components.

Large group

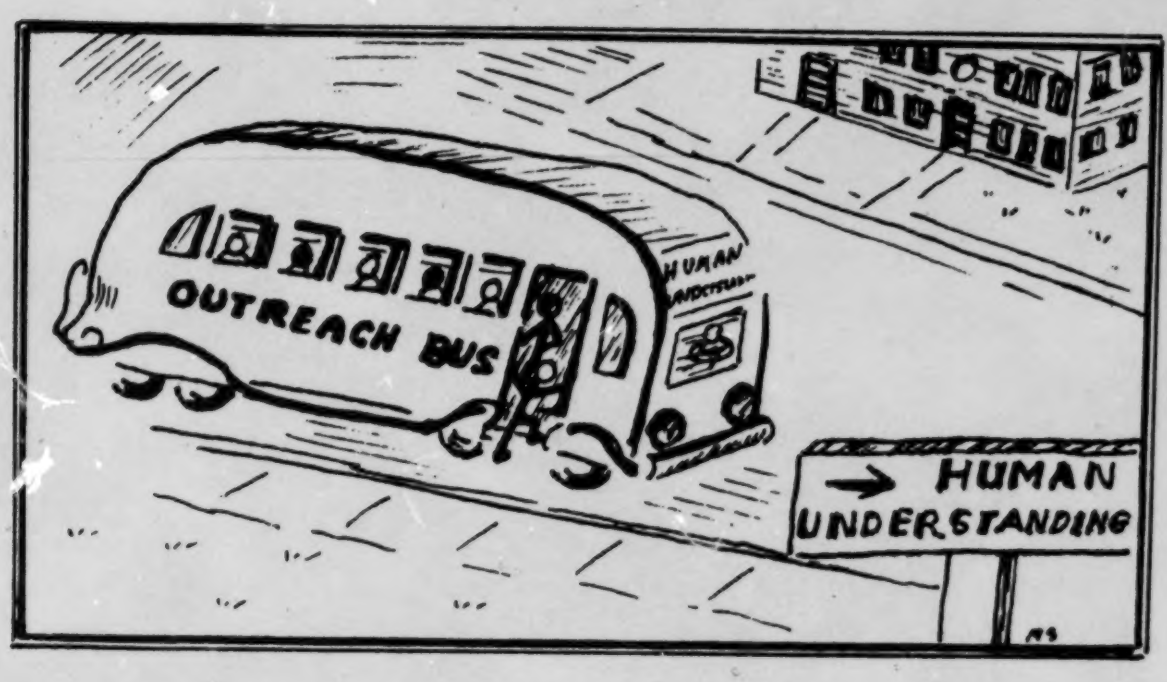
Step One

Brainstorming

1) Conduct a brainstorming session with the whole group. Brainstorm settings in the school and community where students can observe the various life stages.

Jot down the ideas on a board or large piece of newsprint as the group brainstorms.

Note to workshop coordinator



2) The group is now aware of the life stages and potential field work sites. Distribute Handout Page 13 and discuss how the life stages and field sites can be integrated with school experiences.

Step Two

Discussion

"Community Outreach Program Example"

Handout Page 13

Spend ample time in discussing the example program and encourage participants to take notes. In a later activity, when outlining a program for their school(s), they can compare ideas with those provided in this example.

Note to workshop coordinator

COMMUNITY OUTREACH PROGRAM EXAMPLE

Involvement in Life Stages	Field Work (Sites)	Activity	Seminar Work (Topics)
Early Childhood Development	Day Care Centers Pre-schools Child Development Centers Montessori Schools	Day Care Assistant Pre-school Assistant	Psychology Practicum in Early Child Development
Child Development	Public Schools Special Education Centers Association for Mentally Retarded	Teacher Assistant (FTA) Drama Assistant Foreign Language Assistant	Psychology Practicum in Child Development Psychology Practicum in Special Education Foreign Language Practicum Drama Practicum
Adolescence	Your Own High School Correctional Institutions Juvenile Court Mental Health Centers	Peer Counseling Tutoring Social Work: Correctional and Agency	Psychology Practicum in The Art of Helping Psychology Practicum in Social Service Agencies
Adulthood	Hospitals Medical Centers Clinics Rehabilitation Centers	Working in Health Services Agencies Career Training Working with Handicapped	Psychology Practicum in Health Service Agencies Nurse's Aide Training Program
Old Age	Nursing Homes Convalescent Homes Retirement Centers	Geriatric Center Aide	Psychology Practicum in Study of the Aged

This idea was taken from: Salmon, S. & Glassberg, S. You have touched me...I have grown. Ferguson, Missouri: Ferguson-Florissant School District, 1975.

ACTIVITY SIX

Purpose: to present the seven organizational components of a DPE program.

Large group

Using the following outline (procedure and information given below) make a presentation of the organizational components of a DPE program.

SEVEN ORGANIZATIONAL COMPONENTS

I. Counselor as Program Coordinator

II. Seminar Leader (Responsibilities)

III. Field Supervisor (Responsibilities)

IV. Field Placements (Course Components)

V. Enrolling Students
   - A. Publicity
   - B. Procedures

VI. Student Requirements
   - A. Seminar Work
     1. The Journal
     2. Book Reports
     3. Regular Attendance
     4. Setting Behavioral Objectives
   - B. Field Work
     1. Regular Attendance
     2. Cooperation with Field Supervisors
     3. Dress
     4. Mastering Specific Skills

VII. Evaluation
   - A. Of the Student
     1. By the Student
     2. By the Field Supervisor
     3. By the Seminar Leader
     4. By Contracting for Grades
   - B. Of the Seminar Leader
     1. By the Student
   - C. Of the DPE Course
     1. By the Field Supervisor

The following procedure is suggested for the presentation:

1) Present individually each component noted in the outline above. Information is provided on pages

Step One

Presentation

2) Following the introduction of a component distribute the suggested Handout and allow time for questions and/or discussion.

Step Two

Handout and discussion

You may want to make and distribute copies of the "Organizational Components" information (pages L-20 - L-28) which you will be using to make your presentation.

Note to workshop coordinator

[Information in the following descriptions and material on the corresponding Handout Pages was taken from the handbook You have touched me...I have grown by Salmon and Glassberg (1975b).]

DPE ORGANIZATIONAL COMPONENTS

"Role of Program Coordinator"

Handout Pages 14-15

Counselor as Program Coordinator: One counselor will be given the responsibility of Program Coordinator. Depending on the size of the counseling staff, this can be a half-time or a full-time responsibility. The remainder of the counseling staff will be involved as seminar leaders for one DPE section.

Seminar Leader: Counselors, psychology teachers, and home economics teachers are the people who typically function as seminar leaders. Their responsibilities include:

a. presenting concepts and literature dealing with theories of life stages.
b. conduct group activities for development of interpersonal skills and self-understanding.
c. help students develop teaching or counseling skills needed for their field work.
d. read students' journals each week.
e. evaluate student performance in seminar work and in field work.
f. observe student performance in field work.
g. for those who are interested, helping them process the field work experience as a possible future work role.

The seminar leaders need to be able to help students bring about constructive changes in themselves. Therefore, it is important for seminar leaders to be effective teachers who also possess the helping relationship

characteristics of empathy, respect, and genuineness. Student evaluations of seminar leaders are one way of focusing on this issue. A sample evaluation form has been provided on Handout Page 16.

"Seminar Leader Evaluation"
Handout Page 16

Field Supervisor: The responsibilities of teacher or agency supervisor in the field include:

a. state expectations clearly.
b. give continual support and feedback.
c. communicate regularly with high school supervisor.
d. attend practicum meetings when necessary.
e. work with high school students in planning activities.
f. attend practicum orientation and discuss with students the values and methods used at the field site.

Additional information of value to the field supervisor is included in the following section dealing with Field Placements.

Field Placements: To establish a cadre of field work supervisors, the coordinator sends letters of introduction and explanation. Institutions are chosen from the community which will provide field work related to the life stage(s) presented in the DPE course. The coordinator will then meet with the principals and/or agency directors to describe the DPE course or Community Outreach Program (choose the better name for your school). It is important for the community people to understand:

a. the valuable contribution the high school student can make.

b. the emphasis placed on the development of student responsibility.

c. that the selection process includes choosing highly motivated students.

d. the importance of students' interaction with people for the development of meaningful relationships.

e. that the responsibility for evaluation of the student is shared with the seminar leader.

f. the seminar content.

g. that the school will provide guidelines and expectations for the field supervisors.

"Sample Letter to Field Supervisor"
Handout Page 17

"Guidelines and Expectations"
Handout Pages 18-19

Enrolling Students:

a. Publicity: Typically, publicity is arranged through the audio-visual department whose members agree to create student handouts and posters describing in a creative manner the community service program.

b. Procedures: Following the publicity students come to the guidance office for application forms. These applications are filled out, sometimes with the help of the teacher, advisor, or counselor.

"Sample Course Application Form"
Handout Page 20

After the student has made application to the program he signs up for a group interview. At this time the program coordinator explicitly states what will be

expected of the students once they enter the program. The importance of regular attendance, prompt arrival, cooperation with the field supervisor and genuine concern for the individuals with whom the students are working is stressed. Course work is also discussed emphasizing the importance of the daily journal, weekly goals and behavioral evaluations. Each student then states one reason they would like to be in the program and one goal they would like to work toward while in the program. The discussion which follows will vary depending upon the group being interviewed.

If the group interviewer feels a student is unsure about making a commitment to the program it is necessary to ask the student to think it over for awhile and to return for a follow-up individual session. In the follow-up session the interviewer will encourage the student to further explore the issues involved in making a commitment to work in the program.

Following the interview, students come to the guidance office for application forms for specific field work. These applications are filled out and returned to the Program Coordinator.

"Sample Field Work Application Form"

Handout Pag. 21

Student Requirements:

a. Seminar Work:

1. The Journal - The journal is a crucial part of the course work. Students need to understand the purpose of keeping it. The journal will:

--serve as a record of events which occur in the field work.

--include a description of the student's feelings about the field work.

--give an opportunity for the students to reflect on his or her behavior at the field site and the effect of his or her behavior on others.

--serve as a record of presentations, student discussions, and activities of the seminar meetings.

The journals will be read by the seminar leaders each week. Specific written feedback from the seminar leader can encourage the students to explore their feelings in greater detail. Remember, increased self-understanding is one of the goals of DPE.

2. Book Reports - The student can do two book reports relating to his or her work either in the field or in the seminar. A special project could be substituted for this requirement.

3. Regular Attendance - Seminar meetings are a very important source of information which applies directly to the field work.

4. Setting Behavioral Objectives - The weekly behavioral objective is a clear and realistic statement of what students want to accomplish in either the seminar or field work. Students may state objectives concerning either academic or personal matters, but it is crucial that they define the objective for themselves and that it is something desirable.

   During the first seminar meeting, the...leader explains the purpose of the weekly behavioral objectives and stresses that there is value in the procedure (Salmon, 1975a).

"Guidelines for Setting Behavioral Objectives"
Handout Page 22

"Sample Behavioral Objective Form"
Handout Page 23

b. Field Work:

1. Regular Attendance - This is an important point for both public relations and developing student responsibility. Students must telephone the field supervisor in the event of an absence.
2. Cooperation with Field Supervisors and Co-Workers - Many of these work sites are complex environments. The student will need to take initiative and cooperate. He or she also needs to be able to follow directions and complete tasks.
3. Dress - The student is in a position of public relations agent and role model (as in the elementary school). Questions regarding appropriate attire can be answered by the field supervisor.
4. Mastering Specific Skills - In addition to the group and individual skills learned in seminar,

the student needs to apply those specific skills related to field work tasks. These may include tutoring an elementary child or leading a senior citizen handicraft session. Oftentimes, skill mastery requires specific information. The student needs to learn about related resources and to take the initiative to get the necessary information.

Evaluation:

a. Of the Student:

1. By the Student - Every week the students use materials like those provided on Handout Pages 22 and 23 to set reachable weekly objectives. The seminar leader writes comments on these as well as on the students' weekly journal entries. These comments are helpful when the student writes his or her self-evaluation.

Every nine weeks, the student writes an evaluation of himself or herself using the format provided on Handout Page 24. This written evaluation is based on the weekly objectives described above, journal entries, and mastered skills (see Handout Page 25).

2. By the Field Supervisor - Using a form like that provided on Handout Pages 26 and 27, the field supervisor will write an evaluation on the student every nine weeks. The mid-semester evaluation

"Guidelines for Setting Behavioral Objectives"

Handout Page 22 (already distributed)

"Sample Behavioral Objective Form"

Handout Page 23 (already distributed)

"Sample Behavioral Evaluation"

Handout Page 24

"Some Skills You Will Master"

Handout Page 25

"Sample Evaluation by Field Supervisor"

Handout Pages 26-27

benefits the student. Immediate feedback and discussion should be provided the student at regularly scheduled intervals.

3. By the Seminar Leader - The seminar provides evaluation in several ways:

   --written comments in the students' journals and on their weekly objective forms.

   --suggestions given during the weekly seminar group meetings.

   --discussions following field observations made periodically by the seminar leader.

   --notes made on the students' book reports or special projects.

   By processing the results of evaluations by the student, by the field supervisors, and by himself or herself, the seminar leader will provide ultimate evaluation of the student.

4. By Contracting for Grades - An additional approach to establishing the student's grade is by contracting. In the beginning of the course, the seminar leader can provide the students with an outline describing requirements for earning grades "A", "B", "C", or "D".

   The contract can be used by the students in conjunction with their nine-week behavioral evaluations.

"Contract Requirements for Letter Grades"
Handout Page 28

Forms can be provided for the students to set up their individual contracts. One form focuses on specific personal growth and learning.

Another form is designed to focus on the attainment of a specific letter grade.

"Sample Contract for Personal Growth and Learning"

Handout Page 29

"Sample Grade Contract"

Handout Page 30

b. Of the Seminar Leader:

1. By the Student - It is necessary for continuous program improvement that students be given the opportunity to provide feedback to their seminar leader. This idea has been presented earlier, as has a sample form (Handout Page 16).

"Seminar Leader Evaluation"

Handout Page 16 (already distributed)

c. Of the DPE Course:

1. By the Field Supervisor - The first example (Handout Page 31) is a sample of a general cover letter sent to all field supervisors. The second example (Handout Pages 32-33) is a sample form which could be sent with the cover letter to a supervisor in a school or pre-school setting. This basic format could be modified for use in any one of the other settings.

"Supervisor Evaluation Letter"

Handout Page 31

"Evaluation by Child Development Supervisor"

Handout Pages 32-33

ROLE OF PROGRAM COORDINATOR

1. Set up Field Placements
   a. Contact community schools, agencies, hospitals, etc. that need volunteers.
   b. Explain program objectives.
   c. Arrange visits for students.
   d. Interview students and schedule appropriate field placements.

2. Schedule and Assign Students
   a. Schedule group intake - interviews.
   b. Have individual conference with interested students to explain program, convey expectations, and discover areas of interest or expertise.
   c. Assign student to appropriate field placement.

3. Coordinate Seminar Groups and Practicum Leaders
   a. Gain knowledge of individual guidance counselor's strengths and areas of interest.
   b. Assign groups of students to practicum leaders.

4. Provide In-service for Practicum Leaders
   a. Familiarize practicum leaders with program rationale and goals.
   b. Orient practicum leaders toward goal setting procedures, behavioral evaluations.
   c. Review curriculum to be presented in seminar group meetings.
   d. Coordinate seminar group meetings and activities.

5. Coordinate Practicum Leaders
   a. Observe seminar meetings.
   b. Schedule group meetings for practicum leaders.
   c. Schedule individual conferences to review individual practicum leaders' groups' progress.

6. Consult with Teachers and Principals at Field Sites
   a. Schedule meetings with school principals to evaluate program.
   b. Present program goals and rationale to orient elementary school teachers and convey expectations.
   c. Schedule time for field site teachers and practicum leaders to consult one another to insure communications between secondary and elementary school.

7. Implement Follow-up Procedures
   a. Communicate any program changes.
   b. Receive feedback from students, counselors, teachers, and principals participating in program.
   c. Consider alternative possibilities for change.
   d. Restate goals and clarify purpose.
   e. Reinforce positive experiences.

8. Act as Ombudsman
   a. Diagnose problem situations
   b. Assess existing resources and motivations.
   c. Select appropriate change objectives.
   d. Assume appropriate helping role to create change.

9. Coordinate Program to Develop Positive Community Relations
   a. Present program at PTA.
   b. Coordinate student aides to share their experiences with parents, teachers, principals and interested students once each semester.
   c. Act as a resource for other school districts interested in implementing community outreach programs.
   d. Present workshops and program descriptions at guidance association meetings on both the local and national level.
   e. Publicize program and offer student volunteer services to interested agencies, schools, and homes in the community.
   f. Establish board of advisors to insure community support.

10. Consult with Administrators for Budget Appropriations
    a. Transportation expenditures
    b. Inservice training expenditures
    c. Curriculum development expenditures
    d. Textbook and material expenditures
    e. Field trip expenditures

11. Integrate Program into Guidance and Counseling Services
    a. Emphasize importance of community outreach program in Career Education.
    b. Emphasize role of community outreach program in relation to preventive mental health orientation toward working with students.

SEMINAR LEADER EVALUATION

Name of Seminar Leader_____

1. The seminar leader is warm, friendly, and respects students.

   1. Unaccepting and disrespectful ____
   2. Little respect and concern ____
   3. Some respect and concern ____
   4. Clearly respectful and concerned ____
   5. Deeply respectful and concerned ____

2. The seminar leader is warm, friendly, and respects other teachers.

   1. Unaccepting and disrespectful ____
   2. Little respect and concern ____
   3. Some respect and concern ____
   4. Clearly respectful and concerned ____
   5. Deeply respectful and concerned ____

3. The seminar leader is genuine--not a phoney.

   1. Defensive and hypocritical ____
   2. Plays a contrived "professional" role ____
   3. Listens but remains detached ____
   4. Two-way communication and involvement ____
   5. Spontaneous, genuine and constructive ____

4. The seminar leader listens to others in an understanding way.

   1. Inattentive and unreceptive ____
   2. Responds superficially ____
   3. Understands surface feelings but not deeper feelings ____
   4. Some understanding of deeper feelings ____
   5. Understanding of deepest feelings ____

5. The seminar leader is hardworking.

   1. Lazy ____
   2. Little effort ____
   3. Fairly productive ____
   4. Hardworking ____
   5. Willing to do extra ____

SAMPLE LETTER TO FIELD SUPERVISOR*

Ferguson-Florissant School District
Community Outreach Program

Dear Teachers:

We at McCluer North sincerely appreciate your decision to allow our students to come in and work with you as part of our Community Outreach Program. If there are any problems, please contact me at the high school. I will attempt to help out in any situation or difficulty.

If you notice something that our students could develop in terms of skills, please let them know so they can begin working on that skill. They will all be writing a behavioral evaluation due at the end of the quarter that focuses on skills they are developing as helpers at the field site. Feedback on things they are doing well, plus insights on additional skills they need to develop further will be valuable to us and to them as future professionals.

In the practicum groups one day a week at McCluer North, the students will study certain aspects of developmental psychology. Any insight or information that you would pass on to them concerning the students they are working with would help them in setting realistic weekly objectives.

I will be coming around with the practicum leaders to check on the students' progress. We will also have an evaluation form based on student skills for you to fill out so the students can have your perceptions to aid them in writing their own behavioral evaluation.

Enclosed is a copy of some guidelines which might give you some idea of the kinds of activities our students might engage in. You will notice that we encourage the students to spend the majority of their time in interaction with children.

I hope that you enjoy working with your teacher assistant. I am confident that our students can make a meaningful contribution to your classroom and at the same time increase his own level of competency and feelings of self-worth.

Hope to see you soon.

Sincerely,

Coordinator, Community Outreach Program

*This sample letter can be adapted for any field placement.

GUIDELINES AND EXPECTATIONS*

To: Elementary Teachers and McCluer North Student Assistants

The following guidelines have been carefully constructed to act as an aid both for the elementary teacher and the student assistants.

General Overall Requirements:

1. The teacher assistant will be actively involved in your classroom.

2. Attendance: The teacher assistant must notify his elementary teacher before 8:30 a.m. any day that he is unable to attend.

Behavioral Descriptions: For regular classroom

I. Interaction with Children: Sample kinds of interaction:

reading to a small group of students.

preparing some new subject-related material to be taught to a small group of students.

presenting a special interest, ability, hobby, etc. to class.

helping a student or group of students with a particular subject--perhaps remedial work.

seeking out and trying to help those students who are having difficulties, i.e., withdrawn student.

observing classroom situation and reporting any observable problems to teacher, i.e., all Johnny does is doodle.

being available and ready to listen to any children who need to talk, i.e., a good listener.

establishing good rapport with the children...perhaps working with two or three assigned students in particular with the idea of getting to know them.

seeking out the teacher for help with certain cases.

teaching children how to put their coats on, rather than just helping them.

*This sample list can be adapted for any field placement.

demonstrating techniques in arts and crafts.

organizing and leading a play activity.

giving a child positive reinforcement for making progress and for reaching a goal. Smile, pat him on the back, tell him he has done well!

II. Routine Activities: Sample kinds of routine activities:

planning a bulletin board

hanging art work

filing

grading papers

running errands for teacher

mixing paints, etc.

handing out papers

sorting textbooks

collecting text papers

III. Other: Sample kinds:

preparing a quiz

administering a quiz

preparing lesson material

supervising children on the playground

- assisting the teacher on field trip duties

(Goal II, Activity Six)

SAMPLE COURSE APPLICATION

Application for Community Outreach Program

Please read the information on the Outreach Program before completing this application.

PLEASE PRINT OR TYPE:

NAME: _____ (Circle one: Soph. Jr. Sr.)

ADDRESS: _____ TELEPHONE NUMBER: _____

LEARNING COMMUNITY NUMBER: _____ LOCATION OF ADVISOR: _____

Please write your area of interest. (For example: nursing, veterinary medicine, teaching, social work, geriatrics, delinquency)

_____

_____

What specific things would you like to do during your two hours away from school?

_____

_____

List your strengths and/or special talents: _____

_____

_____

Briefly state the reason that you are interested in working with the community outreach program.

_____

_____

Parent's Signature _____

* * * *

(Goal II, Activity Six)

SAMPLE FIELD WORK APPLICATION

Application for Teacher Assistant Program

Please read the information on Teacher Assistant Program before completing this application.

PLEASE PRINT OR TYPE:

NAME: _____ (Circle one: Soph. Jr. Sr.)

ADDRESS: _____ TELEPHONE NUMBER: _____

LEARNING COMMUNITY NUMBER: _____ LOCATION OF ADVISORY PERIOD: ____

Please rate all items that interest you. Circle any item that you feel you can do especially well in order of preference. Put 1 by what you'd like to do best, etc.

_____ Read to children

_____ Operate audio visual aids (movie or filmstrip projector, tape recorder, record player)

_____ Play the piano, other instrument

_____ Assist in group singing

_____ Grade papers

_____ Play indoor games with children

_____ Play outdoor games with children

_____ Assist in [illegible]sics

_____ Prepare tape equipment

_____ Others

_____ Help individual students

_____ Draw or paint

_____ Talk to children

_____ Set up simple scientific experiments

_____ Make classroom materials

_____ Decorate a bulletin board

_____ Assist physical education teacher

_____ Assist in the library

_____ Help maintain equipment

List your strengths or special talents: _____

_____

Briefly state the reason that you are interested in working with children at one of the elementary schools: _____

_____

With which group do you think you would prefer working?

1) Pre-school child _____
2) Elementary school child _____
3) Mentally retarded child _____
4) Physically handicapped child _____
5) Mongoloid child _____

or in what special interest area? Art _____ P.E. _____ Music _____ Audio-visual _____

Parent's Signature _____

* * * \

GUIDELINES FOR SETTING BEHAVIORAL OBJECTIVES

The first and perhaps the most important step in the change process is to look beyond the present state of affairs or the situation as it currently exists. A behavioral objective is a very clear and realistic statement of what you wish to accomplish. An objective is quantifiable, i.e., it is stated in a time frame and can be measured. An example of an objective might be "to learn the names of five children in the classroom".

An objective must be:

Conceivable - You must be able to conceptualize the objective so that it is understandable and then be able to identify clearly what the first step or two should be.

Believable - In addition to being consistent with your personal value system, you must believe you can reach the objective. You need to have a positive, affirmative feeling about yourself.

Achievable - Your objective must be accomplishable with given strengths and abilities. For example, it would be unrealistic to set an objective of learning the names of thirty students in one class period.

Measurable - The goal must be stated so that it is measurable in time and quantity. For example, suppose your objective were to learn the names of five children in your classroom. You would specify your objective by saying, "I will learn the names of five children by Thursday." That way the goal can be measured. When Thursday comes, you will know whether or not the objective is successfully accomplished.

Desirable - An objective should be something a person really wants to do. Whatever the ambition, it should be one that you want to fulfill, rather than something you feel you should do.

Stated with no Alternatives - The objective must be stated with no alternatives. One objective should be set at a time. This does not imply inflexibility. Flexibility in action implies an ability to be able to make a judgment that some action is either inappropriate or unnecessary. Even though you may set out towards one objective, you can stop at any point and drop it for a new one. But when you change you again state your objective in a positive way and without an alternative..

SAMPLE BEHAVIORAL OBJECTIVE FORM

Behavioral Objective For _____ to _____

_____

I. List one behavioral objective which you will work on in your community outreach program this week. (Be very specific.) Make sure that your objective is:

_____	Conceivable	--that you can put it into words
_____	Believable	--you must believe that you can achieve the objective this week
_____	Achievable	--it must be possible for the objective to be achieved in the next week
_____	Measurable	--so that you will know when it is done
_____	Desirable	--you must want to do it

(Your objective should include such information as: what, when, where, how often, how much, how long.)

_____

_____

_____

_____

Teacher Approval _____

* * * *

(Goal II, Activity Six)

SAMPLE BEHAVIORAL EVALUATION

Purpose of Assignment:

1. To give you the opportunity to apply the theories of development which you learn in class to your work at the field site.
2. To help you measure the progress you are making toward becoming an effective helper in your work at the field site.
3. To give you the opportunity to describe specific skills you would like to develop in your work at the field site.

Assignment:

You are to evaluate your growth, learnings, and changed behavior as related to this class. Look at the way you act in the practicum, with your supervisor and with other individuals at the field site.

Use the following format as a guide in evaluating your skills:

A. Mastered Skills

1. Name and briefly describe the skills which you decide that you have under control.
2. What is the effect of your behavior on the people you are trying to help?

Note: Use any type of situation concerned with the Community Outreach Program where you have had a chance to practice new behavior. Include the behavior noticed by the people working with you.

An example of some behaviors might be: arrives at scheduled times, completes assignments, listens to children well, uses creative ideas, uses positive reinforcement, is firm and able to set limits, etc.

B. Additional Skills

1. Name and describe skills that you need to be introduced to.
2. Show what ways you could act that would indicate that you have the skill under control.

Note: Here you will have to rely heavily on your instructor, cooperating teacher, other staff, and supervisors that may be working with you from time to time. These may be skills that would be logical additions to your behavior and development; or these may be skills that you are not aware of and someone points out to you.

C. Insights

1. Name and describe skills and understandings that need improvement.
2. Show what ways you could act that would indicate that you have the skill or insight under control. Describe what you will do in your effort to master these skills.

(Goal II, Activity Six)

SOME SKILLS YOU WILL MASTER

These are some of the skills we will be developing throughout the year:

1. Goal setting - we will set both long and short term goals to be effective in our work.
2. Behavioral contracts - we will learn to write a contract stating what skills we have mastered and what concrete behavior indicates we have mastered the skill.
3. Observation - we will learn how to observe people in real life situations and to interpret their behavior.
4. Understanding - we will get into the thoughts and feelings of people with whom we are working and learn to understand rather than judge them.
5. Helping - we will learn what it takes to be a good helper and to meet and be aware of both physical and emotional needs.
6. Listening - we will learn to actually listen for both the thoughts and feelings behind what a person is saying.
7. Encouraging - we will learn to positively reinforce people through praising, smiling and touching.
8. Solving problems - we will learn to creatively solve problems (through brainstorming and helping one another) which may arise when working in the field.
9. Initiating projects - we will initiate independent projects to be planned and carried out with an individual or a small group.
10. Participating and skill sharing - we will participate in seminar discussions and share skills by using each other as resources for learning help-giving techniques.
11. Communicating - we will learn to ask adults for help and to give adults help. We will learn to express our wants and needs to the people with whom we are working.
12. Intervening - we will learn different ways to intervene in the best interests of those with whom we are working.
13. Finding and using resources - when problems arise we will seek help from experts, books and our own shared experiences.
14. Clarifying values - we will formulate our own personal set of values so that we know what we believe in and what is important to each of us.
15. Understanding ourselves - we will take a look at our own behavior and the way if effects others. We will begin to move in the direction we choose by making decisions and moving toward our goals.

These are only some of the skills we will acquire through our experience in field work. Why don't you spend a few minutes and jot down some special skills that you might be interested in developing in the months to come.

Additional skills I'd like to develop:

16.

17.

18.

SAMPLE EVALUATION BY FIELD SUPERVISOR

Student's Name _____ Field Setting _____

Seminar Leader _____ Field Supervisor _____

Directions: After each area check the space which corresponds to the student's performance.

	Shows Mastery	Making Progress	Needs Improvement
Attempts to do what the teacher asks			
Works without specific directions when necessary			
Develops specific helping skills in the field situation			
Behavioral patterns change after constructive criticism			
Initiates and implements appropriate projects			
Enjoys his or her work			
Arrives at scheduled time			
Calls in when absent			
Listens well or listens with understanding			

Please comment briefly on the following items:

Cooperation:

Strengths:

(Goal II, Activity Six)

Areas which you think need improvement:

Specific skills you would like to see the student develop:

Additional comments:

What letter grade (A, B, C, D or no credit) would you assign?

CONTRACT REQUIREMENTS FOR LETTER GRADES

"A" Weekly Journal
weekly behavioral goals
4 absences
8 projects for use with patients, clients, or pupils in the field
2 outside readings with report to group
behavioral evaluation at the end of each quarter
active participation at fieldsite
active participation in seminars

"B" Weekly Journal
weekly behavioral goals
5 absences
6 projects for use with patients, clients, or pupils in the field
1 outside reading with report to group
behavioral evaluation at the end of each quarter
regular participation at fieldsite
regular participation in seminars

"C" Weekly Journal
weekly behavioral goals
4 projects for use with patients, clients, or pupils in the field
6-7 absences
behavioral evaluation at the end of each quarter
regular participation at fieldsite
regular participation in seminars

"D" Weekly Journal
weekly behavioral goals
6-7 absences
behavioral evaluation at the end of each quarter
regular participation at fieldsite
regular participation in seminars

(Goal II, Activity Six)

SAMPLE CONTRACT FOR PERSONAL GROWTH AND LEARNING

Name _____ Year in school _____

Field site _____

What do you hope to learn this semester?

How do you hope to grow personally this semester?

In what ways are you planning to accomplish this?

In what areas will you need help?

(Goal II, Activity Six)

SAMPLE GRADE CONTRACT

Name _____ Year in school _____

Field site _____

Grade you are working for _____

Goals per month to successfully complete this contract:

February

March

April

May

Comments: (Include any areas of interest you would like to see covered in the seminars.)

(Goal II, Activity Six)

SUPERVISOR EVALUATION LETTER

March 12, 1974

Dear Field Site Supervisors:

I would like to take this opportunity to thank you for working with one of the high school students in our deliberate psychological education course. The students have participated in a variety of activities in your field setting. We have seen them develop increased self-confidence and appreciate the encouragement and assistance you have given them.

We are presently evaluating the effectiveness of the various components of our program. We would very much appreciate your completing the enclosed form. This is an evaluation of the program in general rather than an evaluation of the individual student who has been working with you. Please write any additional comments or suggestions to improve the quality of our program.

Thank you. If you have any questions feel free to contact me.

Sincerely,

Coordinator
Community Outreach Program

EVALUATION BY CHILD DEVELOPMENT SUPERVISOR

1. Which kind of teacher assistant do you have?

   Regular Foreign Language Drama

2. How helpful was assistant?

Very		Somewhat		Not at All
1	2	3	4	5

3. How do you view the elementary students' response to the assistant?

Positive		Neutral		Negative
1	2	3	4	5

4. How well prepared was your assistant?

Very Prepared		Neutral		Not at All
1	2	3	4	5

5. How would you describe your assistant's attitude?

Positive		Neutral		Negative
1	2	3	4	5

6. Would you request another assistant next year?

Yes		Unsure		No
1	2	3	4	5

7. If yes to question 6, what type assistant?

   Regular Foreign Language Drama

8. What activities are most helpful with regular assistants?

   a. Reading with a group of children
   b. Presenting a special interest project to the class
   c. Helping individual students who are having problems
   d. Observing classroom situation and reporting problems to teacher
   e. Establishing a good rapport with students
   f. Others:

9. Which activities are most enjoyable in the drama assistant program?

   Puppetry Role Playing Creative Writing
   Plays Drama Games

10. Which three traits do you consider most important in order for an assistant to be effective?

Enthusiasm	____	Sensitivity	____	Willingness to Work	____
Creativity	____	Intelligence	____	Patience	____
Responsibility	____	Cooperation	____	Promptness	____
Warmth	____	Flexibility	____		

11. How many times were you contacted by the student's practicum supervisor or program coordinator?

6 4 3 2 0

12. Do you feel contacts with the student's supervisor were:

More than Adequate 1 2 Adequate 3 4 Not Adequate 5

13. Do you find the overall teacher assistant program to be:

Very Effective 1 2 Effective 3 4 Not Effective 5

14. Do you have comments or suggestions you would like to make to increase the program's effectiveness?

III. GOAL: For the workshop participants to identify skills needed for developing self-knowledge and effective interpersonal relationships.

A number of skills are needed to conduct a successful course in deliberate psychological education. Several of these have been covered in detail in the previous section. Careful and skillful organization is needed during the process of setting up the program. Understanding of organizational components leads to skill in this area. Instruction in psychological development is another necessary skill for the seminar leader. Handouts provided in Goal II, Activity Four (pp. 7-12) are helpful in understanding human growth in terms of developmental stages.

This section includes an activity designed to expose workshop participants to a third important area of skill development. This area is composed of processes which will be used by seminar leaders in seminar meetings and, in turn, by students in their field work. These process skills will help lead to clearer self-understanding as well as ability to take part effectively in interpersonal relationships.

ACTIVITY SEVEN

Purpose: to introduce six process skills and call upon workshop participants to discuss and devise ways in which these skills might be developed.

The following skills can be used for developing self knowledge and effective interpersonal relationships:

a. decision making
b. discussion group techniques
c. helping relationship competencies
d. human potential activities
e. role playing
f. values clarification

Designate six work tables. Label each with one of the six process skills.

Small groups

Step One

Formulate a workshop

1) Ask participants to divide into six groups among the six labeled work tables. It is important that each process skill receive adequate coverage.

Six Handout Pages with some "getting started" ideas are provided; one dealing with each of the six process skills. Distribute copies of the appropriate Handout to the group at each labeled work table. Plenty of space is allowed on the pages for note-taking during the small group discussions.

Distribute Handout Pages 34-39 (one copy of one Handout Page to each participant)

Explain to the workshop participants that the goal of each work group is to outline one of the presentations to be given at a hypothetical meeting entitled "A Workshop in Self-Knowledge and Interpersonal Skills". Since this

hypothetical workshop has as its goal the development of skills in self-knowledge and in effective interpersonal relationships there will be six presentations featured, each focusing on one of the components, or processes, needed for the overall skill development.

Explain that the "Workshop in Self-Knowledge and Interpersonal Skills" will be offered to administrators, counselors, and teachers in a school where a course in Deliberate Psychological Education is being planned. These faculty members, who will be acting as seminar leaders, know the importance of being skilled in processes such as role playing and they feel a need for the opportunity to review several basic processes needed for seminar work. Therefore, six presentations, each dealing with one process skill, are being offered and it is up to the workshop participants to discuss, brainstorm, and note ideas which would result in the basic plans for the six presentations.

Large group

Step Two

Group reporting

2) After the small groups have had adequate time to discuss potential seminar ideas for the six skill areas ask everyone to come together and share their ideas. Provide all participants with copies of all six process skill Handout Pages. These can be used for taking notes as ideas are reported.

Distribute Handout Pages 34-39 (one copy of each of the six Handout Pages to each participant)

A WORKSHOP IN SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

Decision-Making

TASK: Create activities for mastering the steps involved in effective decision-making.

A. Define the goal

B. Generate alternatives

C. Gather information

D. Appraise and apply personal values

E. Choose

F. Plan

G. Act

H. Evaluate

A WORKSHOP IN SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

Discussion Group Techniques

TASK: Talk about:

A. Organizing the groups

1. Developing individual communication skills
2. Assigning students to groups
3. Planning the physical arrangement of the classroom

TASK: Brainstorm activities for developing:

B. Discussion skills

1. Readiness
2. Understanding the purpose
3. Remaining on task
4. Participation

(Goal III, Activity Seven)

A WORKSHOP IN SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

Helping Relationship Competencies

TASK: Outline ideas for enabling students to be effective in:

A. Observing

B. Empathic listening

C. Understanding and responding

D. Intervening (when appropriate)

E. Helping (when appropriate)

F. Encouraging

A WORKSHOP IN SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

Human Potential Activities

TASK: Select activities to meet each of the following goals.

A. To develop positive feelings about the self.

B. To build trust and acceptance.

C. To foster a self-image that includes the capacity for growth and change.

D. To build a spirit of group cohesiveness.

E. To be able to verbalize learnings about the self.

A WORKSHOP IN SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

Role Playing

TASK: Talk about:

A. Basics:

1. Players shouldn't role play themselves involved in real personal problems.
2. Need of time limitations
3. Preparation of the setting to be used

TASK: Discuss and try out:

B. Process:

1. Selection of topic (issue of general nature)
2. Warm-up activities
3. Explanation of situation to be role played
4. Selection of actors
5. Directions for audience
6. Enactment
7. Discussion
8. Reenactment
9. Discussion

A WORKSHOP IN SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

Values Clarification

TASK: Brainstorm activities for the various processes which are all part of working with values.

A. Clarification Processes (Simon, Howe, and Kirschenbaum)

1. Low-risk strategies
2. Moderate-risk strategies
3. High-risk strategies

B. Moral Development Processes (Kohlberg)

1. Developmental stages
2. Moral dilemmas

C. Valuing Process

1. Definition:
   a. prizing
   b. choosing
   c. acting
2. Methods of Use:
   a. clarifying responses
   b. levels of learning
      i. facts
      ii. concepts
      iii. values

IV. GOAL: For the workshop participants to outline the beginning procedures for inaugurating a course in deliberate psychological education.

By now workshop participants have some knowledge of the three main aspects of a course in deliberate psychological education: (1) the psychological principles of human development, (2) self-knowledge and interpersonal skills, and (3) field work experiences. What remains for workshop participants is to consider now the manner in which a course in deliberate psychological education can best be inaugurated in their school(s).

Application is the focus of this section. A good starting point is for participants to list potential field work sites available in their community(ies). They will also outline some organizational components for use in their school(s). The Handout Pages, which have been distributed throughout this workshop, will provide valuable information. Encourage participants to refer to them.

ACTIVITY EIGHT

Purpose: to provide the opportunity to formulate a plan of action to be used in implementing an actual DPE course.

Large group

Step One

Introduction

1) Explain to the group that following this workshop the people in attendance will be instrumental in the actual inauguration in their school(s) of the course in deliberate psychological education. How they intend to launch such an effort is of prime consideration. They should leave the workshop with plans of action and experience in the process of formulating plans of action. This concluding activity will enable them to begin working on their plan of action.

Small Groups

Step Two

"A Plan of Action"
Handout Pages 40-44

2) Distribute the Handout Pages to each participant. Ask everyone to divide into small work groups. If representatives from a number of different schools are present then the groups should form according to schools.

Provide plenty of time for everyone to fill out the Handout Pages. People within the group should discuss and share ideas, especially if they are from the same school.

You will probably want to be aware of the various completed plans of action. These can serve as evaluations of the workshop. Provide carbon paper and paper for the participants to use with Handout Pages 40-44. Or you may prefer making up the Plan of Action forms on NCR (No Carbon Required) paper. One copy can then be easily turned in to you at the end of this activity.

Note to workshop coordinator

PLAN OF ACTION

IDENTIFY:

1. Potential field work sites

   a. Early Childhood Development

   _____

   _____

   b. Child Development

   _____

   _____

   c. Adolescence

   _____

   _____

   d. Adulthood

   _____

   _____

   e. Old Age

   _____

   _____

2. Contacts you will need to make at the field work sites

   a. Early Childhood Development

   _____

   _____

b. Child Development

c. Adolescence

d. Adulthood

e. Old Age

3. Program Coordinator in your school

4. Seminar Leaders in your school

HOW WILL YOU BEGIN TO DRAW UP PROCEDURES FOR:

1. Enrollment

   a. Publicity

b. Application Procedures

c. Interview Procedures

2. Student Requirements

a. Seminar Work

b. Field Work

3. Evaluation

a. Of Student

b. Application Procedures

_____

_____

_____

c. Interview Procedures

_____

_____

_____

2. Student Requirements

a. Seminar Work

_____

_____

_____

_____

b. Field Work

_____

_____

_____

_____

3. Evaluation

a. Of Student

_____

_____

_____

b. Of Seminar Leader

_____

_____

_____

c. Of DPE Course

_____

_____

_____

WHAT GOALS WILL YOU HAVE REACHED BY:

1. One month from today

_____

_____

_____

2. Three months from today

_____

_____

_____

3. Seven months from today

_____

_____

_____

4. One year from today

_____

_____

_____

WHAT SUPPORT WILL YOU FIND:

1. In your school

_____

_____

_____

2. In your community

_____

_____

_____

WHAT OPPOSITION MIGHT YOU FIND:

1. In your school

_____

_____

_____

2. In your community

_____

_____

_____

The Last Word

We trust that the content of this workshop has challenged you to consider the merits of Deliberate Psychological Education as a curriculum-based approach in career guidance. In our opinion the personal/affective development of students is of commensurate importance to cognitive development, and thus deserves our systematic attention in the curriculum. DPE provides experiences in life which facilitate development of self confidence, a sense of independence of personal identity. We hope that this package has kindled your interest in this area of career guidance processes and outcomes. We have included a list of selected resource for your future reference if you desire. further information. Writings of Mosher and Sprinthall, original developers of DPE, are of particular value.

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and

SUPPLEMENTARY MATERIALS

The materials listed below provided valuable ideas for the construction of this packet. They are also recommended for supplementary use by workshop participants.

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